

## PUPIL PREMIUM STRATEGY STATEMENT 2017-18

SUMMARY INFORMATION					
<b>School</b>	Greenshaw High School <i>(figures in brackets are figures for 2016-17)</i>				
<b>Academic Year</b>	2017-18	<b>Total PP budget</b>	£355,300 <i>(341,275)</i>	<b>Date of most recent PP Review</b>	July 2017
<b>Total number of pupils</b>	1,700	<b>Number of pupils eligible for PP</b>	402 <i>(433)</i>	<b>Date for next internal review of this strategy</b>	February 2018?
<b>Total number of 6<sup>th</sup> form students</b>	400 <i>(370)</i>	<b>Number of 6<sup>th</sup> formers eligible for PP</b>	29 <i>(62)</i>		

YEAR 11 ATTAINMENT 2017		
	<i>Pupils eligible for PP in your school</i>	<i>Pupils not eligible for PP (national average figures)</i>
<b>% achieving grade 4+ in Eng and maths</b>	59% <i>(maths 71%, Eng71%)</i>	80% <i>(maths 82%, English 89%)</i>
<b>Progress 8 score average</b> <i>Indicative score</i>	TBC*	-0.07
<b>Attainment 8 score average</b> <i>Indicative score</i>	45.04	11.7

\*By end of Nov we should have progress 8 score and national averages from Raise. Our estimation is -0.03 using last year's calculations and 4 Matrix

	2015	2016	2017
Greenshaw PP 5 A*-C EM	53.1%	57.35%	57.35%
National non-PP	64.8%	65.1%	TBC (estimated at 65.1%)
DIFFERENCE	<b>-11.7%</b>	<b>-7.75%</b>	<b>TBC (estimated at -7.75)</b>
Greenshaw PP Value Added	998	1011	TBC (estimated at 988)
DIFFERENCE	<b>-2</b>	<b>+11</b>	<b>-12</b>

## BARRIERS TO FUTURE ATTAINMENT (FOR PUPILS ELIGIBLE FOR PP INCLUDING HIGH ABILITY)

### In-school barriers *(issues to be addressed in school, such as poor literacy skills)*

<b>A.</b>	We have found that there is a significant cohort of students at Greenshaw, especially students eligible for pupil premium funding, who lack cultural capital and a depth of vocabulary. We have come to this conclusion through work sampling, examination results analysis and evaluation of how our students cope with the jump from GCSE to A level.
<b>B.</b>	In terms of behaviour, there is a disproportionate quantity of PP students who have the most Records of Concern in the school in comparison with non-PP students and they make up a disproportionate number of exclusions
<b>C.</b>	We hypothesise that teachers' expectations of PP students may not be aspirational enough, and a self-fulfilling prophecy may be created through our approach to setting

### External barriers *(issues which also require action outside school, such as low attendance rates)*

<b>C.</b>	Historically there has been a small difference between our Pupil Premium students and non-PP students when it comes to persistent absence but this increased last year, particularly within the Year 8 cohort. National data consistently shows lower attendance in disadvantaged families
<b>D.</b>	Parental engagement of Pupil Premium students is usually lower than non-PP, for example attendance at parents evening.

### Outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	High levels of increase in academic vocabulary and background knowledge for students eligible for PP	We will compare measures of current year 8 cohort with measures from the end of last year to see whether the increase in vocab is sustained. Y7 were tested on word roots at the start and end of y7, plus end of year exams in y7 and y8 will show knowledge of vocab from the tutor vocab programme.
<b>B.</b>	An improvement in behaviour for PP students	The proportion of PP students excluded will reduce. The proportion of PP students in the 30 students with the highest ROCs will continue to reduce. Baseline: w/b 30 <sup>th</sup> Oct the no of exclusions for pp students is double that of non-pp. 57% ie 17 out of the 30 students with the highest ROCs are PP.
<b>C.</b>	Higher teacher expectations of PP students	Lesson visits will show positive interactions between teacher and 'focus students'. Data collection will show improvement in attitude to learning scores for 'focus students'.
<b>D.</b>	Improved attendance rates for our PP students	Gap between PP and non PP will reduce in terms of PA and attendance. Baseline: w/b 30 <sup>th</sup> Oct PA is 11.8% of all students and 20.8% of PP students. Attendance is 96.2% for all students, 97% for non pp and 94% for PP
<b>E.</b>	Increased attendance at parents and other information evenings	Parental attendance figures for year 7 will increase. Parental attendance figures for other year groups will be sustained. Baseline: w/b 30 <sup>th</sup> Oct 2017 55% of parents attended parent event and 4/19 parents of y7 PP students with poor attendance attended targeted event. 2016-17 % of pp parents attending parents evenings: y7 62.3, y9 86.3, y19 75.4

## PLANNED EXPENDITURE

**ACADEMIC YEAR**

**2017/18**

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

### i. QUALITY OF TEACHING FOR ALL

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To increase the depth and breadth of vocabulary knowledge in Year 7 students.	Year 7 and year 8 students will have vocabulary journals	In developing a model for vocabulary learning, we are seeking to improve the principle of quality first teaching of language for all students. The model is based on the best available evidence for teaching tier two and tier three vocabulary, including Marzano (2004) and Beck, McKeown and Kucan (2013). Evidence that vocabulary proficiency and reading skills are linked to high levels of background knowledge is extensive. Lots of evidence shows that children from disadvantaged families are more than twice as likely to be diagnosed with a language problem eg 30 million word gap by age 4. Researchers have observed that disadvantaged American toddlers hear 600 words per hour compared with 2100 in professional families and they are less exposed to enriching activities and monitoring of TV.	Core knowledge (vocabulary) will be assessed at the end of year 7 as a key component of each subject's end of year expectations. Departments are therefore accountable for developing vocabulary.  Learning walks and sampling will review the interim effectiveness of the use of the journal and its impact on student vocabulary.	Assistant Head teacher / Language lead	Feb 2018
To increase teachers' ability to teach students (all year groups) depth and breadth of vocabulary effectively	Protocols for the teaching of vocabulary will be embedded through Language Leads in departments	The best available evidence for successful and impactful professional learning suggests that for new school initiatives to be effective, training needs to be planned, linked to clear student outcomes and iterative in nature. Evidence can be found in Teacher Development Trust report into 'Developing Great Teaching' (2015).	All staff have received a thorough grounding in best practice in teaching tier two and tier three words. Additional tools will be developed to provide ongoing support, including instructional protocols. Language leads in departments/faculties will maintain a clear and consistent focus on successful implementation	Assistant Head teacher / Language lead	Feb 2018

Increase strategies for students to decode meaning in written texts.	Year 7 and 8 tutor literacy programme, focusing on developing students' understanding of prefixes, suffixes and root words.	The aim of providing year 7 and 8 students a deeper understanding of prefixes, suffixes and root words is to improve their ability to learn and make sense of academic words across the curriculum. Understanding the etymology of words and their constituent parts makes it easier for students to learn new vocabulary and differentiate between the ways subjects use the same terms. Evidence includes that previously cited, along with a small scale internal trial the previous year.	Year 7 and 8 tutors will receive some initial and ongoing training on delivery. Carefully designed resources have been developed to support the successful delivery of the tutor programme by non-specialists.	Assistant Head teacher / Language lead	Feb 2018
Continue to develop and refine end of year subject expectations framework – The Elements of KS3 Assessment	Posters of the elements of assessment for each subject in every classroom Frog student trackers to be used to track student progress against expectations Frog student trackers made available for parents to view and linked explicitly into teaching.	The Elements of Assessment at KS3 is designed to set a high standard of expectation for student achievement at the end of year 7 and year 8. It will be used to identify areas of underachievement throughout the year, providing opportunities for intervention where necessary. The use of Frog Progress will make it clear what students need to know and be able to do, and explicitly identify underachievement. Engaging parents with Frog Progress will enable us to provide accurate ongoing information on the progress of their children and support our efforts to raise standards.	The ongoing training for KS3 leads on assessment will ensure that Frog Progress is used effectively with departmental assessment to support student learning in class and to identify areas for improvement across the subject or year group. The development of a year team structure makes it easier for Heads of Year to liaise with department heads around student progress, either for individual students or groups of students such as those identified as pupil premium. End of year examinations hold departments to account for the achievement of all students.	Assistant Head teacher	Feb 2018
Develop an effective way to ensure all students complete high quality homework tasks	All homework for y7 and y8 to be set centrally, not by class teachers. Students complete 4 homework tasks each week, including reading, core knowledge reading and maths quizzes. Other subjects will set projects at various points in the year.	It is hard to ensure consistency in the quality of homework and expectations if it is set by each subject teacher. We have streamlined homework to focus on what is considered most valuable, ie reading for pleasure and improving cultural capital through core knowledge reading. The benefit of completing maths quizzing online is that students get instant feedback and they continue to complete questions until they have mastered the skill.	Ongoing support for tutors who will be required to monitor. Training and support for parents. Provision made on site for students who struggle to access the technology outside of school. Student-parent workshops.	Deputy Headteacher	Feb 2018
<b>Total budgeted cost</b>					<b>£9,500</b>

## ii. TARGETED SUPPORT

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved Year 7 literacy progress	There will be some 1:1 and small group provision of 'The Code' (a phonics intervention) for students who are struggling.	Some of the students need targeted provision in order to catch up. This is a programme which we have developed and has been shown to have positive impact in our school. Research by Early Intervention Foundation suggests below average communication skills is a key wellbeing indicator	The project will be monitored throughout the year by an Assistant Head teacher, with learning walks and mid-year testing.	Director of Inclusion	Feb 2018
Improved behaviour and/or emotional literacy amongst targeted students	<p>Ensure we have ELSA mentors available for pupils.</p> <p>Continue to run The Junction as a facility for students to access small group interventions, resilience groups and 1:1 mentoring to support their social and emotional needs.</p> <p>4 of the year groups will have a full time, dedicated member of non-teaching staff who is able to provide interventions for students and parents.</p> <p>We have employed an Educational Psychologist to work with our most vulnerable students.</p>	<p>ELSA mentors and student key workers in The Junction use techniques and programmes which are rooted in theory with evidence of positive outcomes, for example the ELSA programme; The Resilience Framework (adapted from Hart, Blincow and Thomas, 2007); Solutions focused therapies and Cognitive Behaviour Therapy.</p> <p>The EP enables us to work alongside staff to give them strategies to try to support our most vulnerable students. In addition, the EP supports students who need to gain an EHCP.</p>	<p>There is regular supervision for all key workers and mentors in the school. We use Strengths and Difficulties questionnaires to establish whether the interventions are having impact, as well as using other data measures to establish impact.</p> <p>There are weekly discussions between the EP and the SENCo.</p>	Director of Inclusion	Feb 2018

<p>For students to have the opportunity to access vocational education and ensure they have a pathway to success for the future.</p>	<p>Alternative Provision operates as a pathway in KS4 for targeted students.</p>	<p>In operating a separate pathway for some students, it is possible to reduce the number of GCSEs that they are taking, which will increase their chances of mastering the remaining subjects they follow.</p> <p>We have also found that this provision allows students the opportunity to experience vocational pathways and inspires them to continue in education at a post-16 provider.</p> <p>Our own data analysing our NEET profile shows that only 1 student left GHS last year after Year 11 with an unknown onwards destination. We would present this as evidence that the choice of pathways have meant that students have the experience of different courses to enable them to make the right choice.</p>	<p>Regular supervision for the head of department; Heads and Deputy Heads of Year visit the providers, if students are going outside of school to access courses. The impact is continually being assessed by looking at student engagement, motivation around the curriculum and looking at progress markers.</p>	<p>Director of Inclusion</p>	<p>Feb 2018</p>
<p>For high achieving Pupil Premium students to have high aspirations, regardless of their family educational background.</p>	<p>Decimalised KS2 scores are used to identify high attaining disadvantaged students from year 7 upwards. Various programmes offered by London universities are then matched to a student's interest. These include Sutton Scholars at UCL, STEM potential at Imperial, Bridge the Gap at Queen Mary. There are also summer school opportunities available at St Georges, UCL, Imperial and Royal Holloway.</p>	<p>In the past we have focused on high achieving disadvantaged students in year 12. However, we have since reviewed this and realised that a strategy from year 7 and above is required.</p>	<p>An area on FROG (virtual learning environment) will have a dedicated section for students to view these opportunities.</p> <p>The heads of year can now take an overview of the opportunities available at their year level.</p>	<p>Deputy Headteacher</p>	<p>Many of these programmes begin in year 8 and continue on until year 13. In July 2018 we will see the impact of many of these programmes.</p>

To ensure PP parents are engaged in their child's education.	Year teams to be proactive in contacting parents before events and follow up on absence eg with smaller events targeted at specific parents.	Some parents might themselves have a negative view of education, which is so important to cut through to be able to support their children effectively. If parents get personalised reminders and encouragement to attend, we are hoping we will see results in their attendance.	Regular supervision of the HOY who will be implementing this.	Head of lower and upper school.	
High-quality <b>careers advice</b>	FSM students in year 7 will be taken on a university visit to look at careers. Year 8 disadvantaged students will be highlighted during option interviews and have an additional level of scrutiny on their chosen GCSE courses.	Having the right careers education is key to ensuring young people know all the options available to them, and are able to make informed decisions regarding subject choices, apprenticeships and college or university courses.	Attitude to education and careers survey to be created.	Deputy Headteacher	July 2018
<b>Total budgeted cost</b>					<b>£285,140</b>
<b>iii. OTHER APPROACHES</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Increased attendance rates amongst PP students	Attendance officer employed to monitor pupils and follow up quickly on any absences. First day response provision. Family Support worker to work with the family and visit the home if required.  Incentives for targeted students. Events and panel meetings for targeted families	Addressing attendance is a key step to enabling students to make progress. Using IDACI indicator of deprivation the overall attendance for those living in most deprived areas was 94.4% compared with 96.6% for the least deprived (2015/16)	The Attendance officer will report directly to an Assistant Head teacher and be fully briefed on the issues we face. Attendance will be analysed so that we have a clear idea of who the PA PP students are, and we will develop strategies and work with the family in order to improve attendance at school. Letters about attendance will go regularly to those students' parents/guardians. Home visits to be made in conjunction with the Family Support worker to establish barriers to attending.	Assistant Head teacher  PP coordinator	Feb 2018

			Family Support worker to offer parenting sessions to groups of parents whose children have PA and are PP.		
PP students to have access to uniform, equipment, school trips, music lessons, technology to support their learning, educational books.	Parents can request to have support in financing these things and some is provided automatically eg for trips	Students who are PP are by their very definition disadvantaged, potentially financially. By ensuring that they have access to the same opportunities as non-PP students, we hope to close the gap in their educational outcomes. By also actively encouraging students to engage in things like music lessons, we hope to broaden their experiences and cultural capital.	This fund will be monitored and reported on to the PP governor on a regular basis by Deputy Headteacher.	Deputy Headteacher	Feb 2018
PP students are actively, positively engaged in lessons	Identify 'focus students' in each year group. Teachers a) carefully consider and review where to set these student b) direct questions at them to ensure they are engaged c) prioritise them when checking students understand a task HOYs will track homework completion and involve parents	Some PP students appear quiet and passive in lessons and not always stretched. Students may sometimes maintain a self-fulfilling prophecy in low attaining sets, where teacher expectations could be more aspirational. Research consistently suggests setting seems to marginally benefit higher attaining students but there is a trade off with the lower attaining students who do not benefit.	Heads and Deputies of Year plus the Heads of upper and lower school and HODs will monitor through lesson visits. Constructive feedback will be given to teachers. The cohort of 'focus students' will be kept under review by HOYs and may change throughout the year.	Deputy Headteacher	Feb 2018
Improve access to external agencies for PP families	Head of Transition to join the Early Help Panel	Many families who struggle do not meet thresholds for social services, but through our increased involvement in the Early Help Panel we may be able to assist families in accessing other agencies.	Supervision of Head of Transition. Deputy Headteacher to take part in Early Help Strategy meetings.		
<b>Total budgeted cost</b>					<b>£60,000</b>